



Emotional Intelligence in District Leadership

District Leadership Forum

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Ellie Miller

Research Associate

Olivia Rios

Research Manager

Daniel Gordon

Senior Research Manager

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1) Key Observations

Key Observations

Administrators at profiled districts adopted emotional intelligence (EI) programming for district leaders and staff to complement programming for students. At all profiled districts, administrators initially targeted EI programming to students' social emotional learning (SEL). An SEL-focused collaboration that involved **District A, District B,** and **District C,** and requirements to implement SEL standards from the Illinois State Board of Education for **District D** initially motivated adoption of EI programming at profiled districts. District administrators at District A and District C emphasize expanding programming to employees (e.g., teachers, district leadership) to make school-wide EI programming for students more effective.

Administrators at District A, District C, and District D leveraged early EI advocates and planned thoughtfully to combat buy-in challenges. At **District C,** some administrators and teachers who believed current EI levels to be sufficient doubted the value of programming efforts. To counter this, administrators focused on building support and developing EI training among already interested individuals. Similarly, contacts at District D emphasize resisting pushback by leveraging individuals with initial interest in EI programming. Contacts at District A explain that transparency and a year of planning prior to the launch of EI programming helped to reduce skepticism among district staff and leadership.

Administrators at profiled districts recommend EI programming that utilizes active learning strategies. Contacts explain that EI programming must thoroughly engage participants in the learning process for programming to be effective. For example at **District D,** trainers use roleplaying and modeling strategies to ensure that participants internalize EI skills and are prepared to implement the strategies they have learned. At **District B,** contacts note that EI ambassadors attend trainings and then use concepts they learned to educate their respective offices. Active learning methods and practice during the programming prepares the ambassadors for this responsibility. Contacts at profiled districts also caution against lecture-based training sessions. EI programming should be reflexive and interactive to reiterate EI concepts.

Assessment of EI programming at profiled districts focuses on district climate and qualitative feedback, rather than measuring quantitative changes in EI levels. The difficulty of tracking improvements in EI limit the opportunities to quantitatively assess EI programming. Instead, profiled districts use climate surveys to assess qualitatively the impacts programming has on the district. At **District C,** administrators use an internally developed rubric based on the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s core competencies to measure the levels of SEL present in individual schools. With this information documented in the rubric, leaders will then set goals with school and other district leaders to address issues and further successes. At **District B,** administrators use surveys and reflection-based activities to assess the success of EI programming. The assessments typically occur during training meetings.

2) Program Motivations and Administration

Motivations

EI Programming Began with Students Then Expanded to District Leaders and Staff

A collaboration which aims to integrate social emotional learning (SEL) into instruction initially motivated district leaders at **District C**, **District A**, and **District B** to develop programming for students. Ultimately, however, district administrators expanded programming to employees (e.g., teachers, district leadership) to complement school-wide emotional intelligence (EI) programming for students. Administrators at District A and District C did not initially see desired improvements in school climate or student behavior as a result of the student-focused programming. Contacts contribute this to a lack of consistent language

and practice among staff and leaders. Upon this realization, administrators at both districts decided the best option would be to reevaluate programming and focus on teachers, non-teaching staff, and district leaders as an audience for this programming, in addition to students. Administrators at District B also note that EI training for district employees

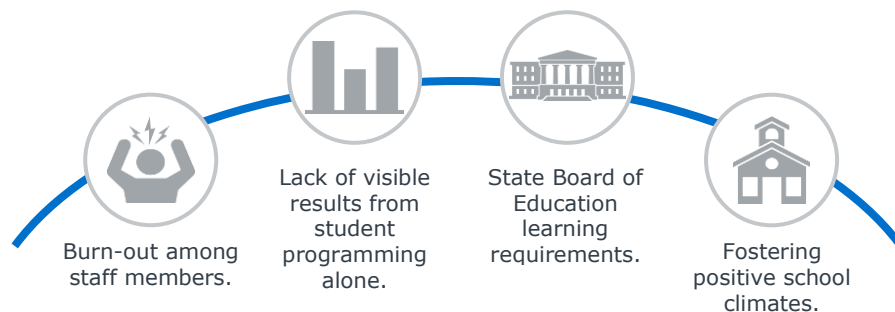
stemmed from the desire to extend the benefits of EI beyond students (e.g., central office staff) and to foster a positive work environment and reduce burnout.

Contacts from **District D** explain that the Illinois State Board of Education's decision to make SEL learning standards a requirement was the original reason to implement EI programming across the district.¹ This requirement, while focused on students, ultimately led administrators to create programming for district leaders and staff.

Profiled districts Use the Terms EI and SEL Synonymously

Leaders in each district primarily use the term SEL but also use the term EI when discussing the topic. These terms together can be defined as the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions. Other aspects of SEL include, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions.¹

Motivations to Develop EI Programming in Profiled Districts



1) Learning Standards: Social/Emotional Learning Standards, Illinois State Board of Education, Date accessed 8/15/18, <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>

Fostering a Positive District Climate Motivates EI Programming Efforts at Profiled Districts

At **District A**, **District C**, and **District D**, EI programming focuses on creating school environments that provide safe spaces for students, while also allowing district leaders and staff to grow emotionally. Contacts at **District B** aim to improve overall district climate, but also have dedicated EI programming efforts specifically to central office staff. This programming spans in audience (e.g., HR employees, financial assistants), and all trainings emphasize creating a positive work environment in the central district office.



Profiled Districts Receive Funding for EI Programming from Grants and School Board Appropriations

Funding for EI programming in profiled districts originated from grants and school board funding appropriations. The collaboration initiative that motivated **District A**, **District B**, and **District C** allocated annual grants of \$250,000 for up to six years to participating schools. **District D** received funding through the Illinois State Education Board (ISEB). Specifically, ISEB allocated \$1 million for staff professional development (PD) related to SEL standards in 2007.³

Administrative Factors

A Centralized District Team Offers EI Programming at All Profiled Districts

District D offers programming during general staff and teacher meetings. **District A**, **District B**, and **District C** offer programming during EI-specific sessions.

Administrative Overview of EI Programming at Profiled Districts

District	Program Delivery	Program Providers	Target Participants
District A	Principals select specific training sessions for the department of SEL to offer.	The SEL department offers training and PD sessions.	School and district leaders, including principals, the president of the teachers union, and elementary school executive leaders.
District B	Four meetings occur throughout the year with central office department ambassadors.	The Student and Family Empowerment team offers support by request, but ambassadors provide the majority of support to individual offices or schools.	Central office staff (e.g., HR staff, financial assistants).
District C	Initial two-day PD session introducing competencies. Other programming opportunities are by request.	The SEL department conducts individual school observations and assessments to develop specific goals and plans for increasing a school's EI.	Teachers, principals, executive directors, and community directors.
District D	Informative sessions during staff meetings.	The SEL development team provides individualized support and training during staff meetings.	Teachers, administrative staff, principals.

2) Social and Emotional Learning for Illinois Students: Policy, Practice and Progress, ISEB, 2011, https://igpa.uillinois.edu/sites/igpa.uillinois.edu/files/reports/IR11-Ch6_SEL.pdf

Administrators Offer EI Programming Primarily to School and Central Office Staff at Two Profiled Districts

EI programming in all profiled districts focuses on district employees, including central office staff, teachers, principals, non-teaching staff members, and other administrative leaders. At **District D** and **District B**, SEL leadership places more emphasis on teachers, principals, and central office staff. At District D, SEL leaders allocate additional training time for non-teaching staff members (e.g., playground safety guards, cafeteria monitors). This EI training is important as non-teaching staff interact with students frequently. Contacts explain that these non-structured interactions (e.g., during lunchtime, recess) require high levels of EI. At District B, the programming focuses on increasing EI in the central office, specifically to foster a positive office climate. Contacts explain that the programming is fairly new (i.e., began in 2016), but has had demonstrative impacts on central office employees.

Two Profiled Districts Involve Upper-Level Leaders for EI Programming

Contacts at **District C** and **District A** explain that senior-level involvement fosters strong programming as it signals support and dedication to improving EI. District C's organizationally divided into four quadrants, with each quadrant governed by one community superintendent and three executive directors. These leaders occasionally participate in school observation and goal-setting sessions alongside individual teachers and office staff. In District A, an executive committee consisting of representatives from the curriculum, assessment, and communications departments developed a delivery model for EI programming in the district. After implementation of EI programming, these district leaders remain involved in the committee but to a lesser extent.

External Partnerships Maintain the Consistency and Effectiveness of EI Programming

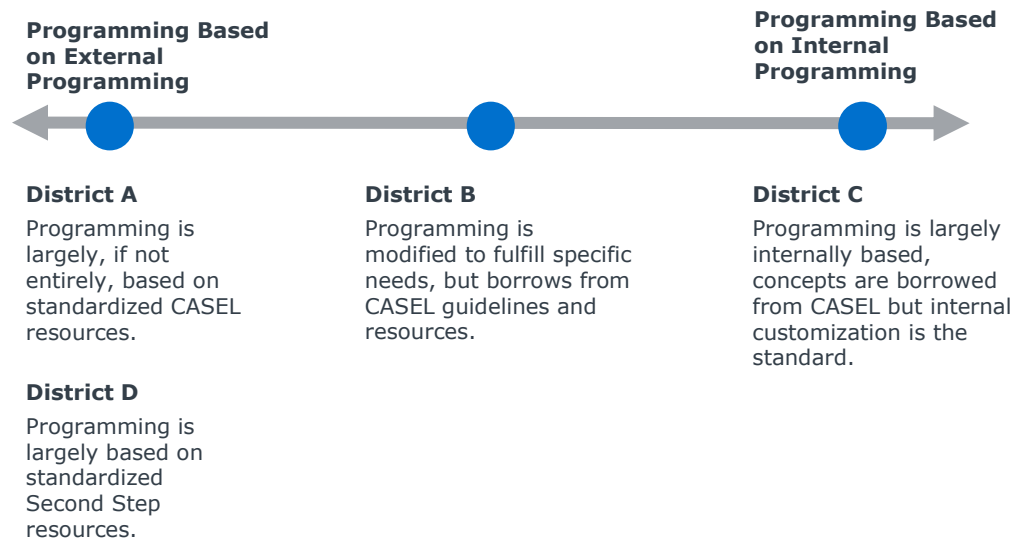
Contacts from **District A** and **District D** primarily use EI programming resources from external partners. Leaders in District D use external source materials from Second Step (i.e., an external SEL curriculum developer), while District A uses resources from the Collaborative for Academic, Social, and Emotional Learning (CASEL). Contacts explain that these external resources gave district and school leaders, most of which had little experience in EI programming, a basis for implementation. This allowed for high-quality initial programming, rather than a trial-and-error phase.

Additionally, contacts explain that relying on an external program allows for uniformity across schools. Contacts from District A note that all schools, administrators, and involved parties (e.g., central office, the school board) use common vocabulary when discussing EI due to standardized CASEL resources. External resources can also foster consistency in programming. Contacts note that if the individuals who develop EI programming leave the district, the expertise for that programming leaves as well. This puts the district in a difficult position, as programming suffers without the expertise of the developer. However, by using externally developed resources, administrators can maintain consistency regardless of changes in staff.

Two Profiled Districts Use Both Internally and Externally Developed EI Programming

Contacts at **District C** and **District B** suggest that providing the opportunity to develop EI programming internally allows for tailored services that address the needs of individual schools and district staff. At District C, EI programming for district leaders borrows from CASEL's five competencies of SEL, but program leaders also developed resources to help participants with the skills necessary for applying these competencies directly to their work (e.g., teaching unfamiliar subjects, interacting with coworkers). Similarly, the District B's Student and Family Empowerment team internally developed programming for central office members (e.g., HR, finance). The training includes resources from CASEL and best practices from EI academic pedagogy. Administrators use academic research (i.e., research by Peter Salavoy, John Mayer, Dan Goleman) on EI programming to develop training relevant to the specific needs of the central office (e.g., customer service, staff self-care).

EI Programming Development at Profiled Districts



3) Program Delivery and Teaching Strategies

Program Delivery

One Profiled District Offers EI Programming during Staff Professional Development Meetings

District A, District B, and District C are involved in a specific SEL collaboration, while District D is not involved. Due to this, the delivery of EI programming used in District D differs most from other profiled districts. Administrators at District D use Second Step, a holistic curriculum that offers SEL programming for increasing student and community social-emotional growth.⁴ District trainers offer the programming during staff meetings throughout the year. Trainers focus on educating participants on the positive impacts of EI, specifically that EI skills can be learned and EI's positive influence on work environments. To do this, contacts emphasize collecting research on EI to showcase the impact it has on schools and individuals. Training meetings focus on structured activities that include roleplaying and modeling among staff. The training sessions emphasize a standardized approach to EI programming, so all employees, non-teaching staff included, can positively impact school and district climate.



EI Programming is Especially Impactful with District Principals

Contacts from **District D** explain that an issue facing schools is the turnover among principals, which can be attributed to low levels of EI (e.g., lack of self-care, burnout). To counter this, contacts emphasize work being done through the Midwest Principal's Center to increase the resiliency of principals in the district. The organization offers networking and EI training to new and young principals to increase the likelihood of their persistence in the role. The organization also hosts conferences to further embed EI training among principals and leaders in the district.

Select Department Ambassadors to Act as EI Trainers in Central District Office Units

At **District B**, EI programming focuses on central district office employees. Because the district office is so large, each district office unit (e.g. HR, etc.) nominates at least two individuals to act as EI ambassadors. The ambassadors attend four, all-day EI sessions during the year which are led by the Student and Family Empowerment team. The team makes training materials and practices readily available, so ambassadors can effectively share information with their respective offices. District administrators expect ambassadors to share the information they learn with the rest of their unit.

Timeline of *District B* Ambassador Model



Unit employees are nominated or self-nominate for ambassador positions.



Ambassadors attend EI sessions four times during the year.



After EI sessions, ambassadors are expected to use provided materials to train colleagues in their unit.



3) What is Second Step?, Second Step, Date accessed 8/22/18, <http://www.secondstep.org/what-is-second-step>

Use Rubric-Based Observations to Effectively Set Goals for Individual Schools

EI programming at **District C** occurs during two-day PD sessions. The sessions focus heavily on the CASEL five core competencies (i.e., self-awareness, self-management, social awareness, relationship skills, responsible decision-making). The SEL department also offers assistance at the request of district staff facing issues related to EI. Contacts explain that most EI programming for leaders occurs during school observation sessions that assess schools on school-wide environment, classroom instruction, and classroom environment, management, and discipline. During the sessions, staff from the SEL department observe the school and provide scores based on an internally developed rubric.

SEL Core Competencies Outlined by CASEL⁵

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
<ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognizing strengths Self-confidence Self-efficacy 	<ul style="list-style-type: none"> Stress management Self-discipline Self-motivation Goal-setting Organizational skills 	<ul style="list-style-type: none"> Perspective-taking Empathy Respect for others Appreciating diversity 	<ul style="list-style-type: none"> Communication Social engagement Relationship-building Teamwork 	<ul style="list-style-type: none"> Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical responsibility

The results of the observations culminate in goal-setting meetings. Using information gained during the observation sessions, the SEL department determines the school's strengths and areas of growth. Two weeks later, the department returns to the school and goes through the results with the entire staff. The SEL department then provides the schools with the tools necessary to enhance EI (e.g., specific training materials) and shares best practices across the district.

Growth Areas from Previous Observation Assessments at *District C*



- Develop and implement interactive pedagogy instead of lectures.
- Foster more collaboration.
- Encourage more reflection.

4) Core SEL Competencies, CASEL, Date accessed 8/21/2018,

Consider a Planning Committee When Developing an EI Delivery Model

At **District A**, an executive committee, initially called the SEL Excellence Committee, developed the delivery method for EI programming. This committee originally met quarterly to educate involved individuals on EI methods (e.g., reflection, open dialogue) and to discuss strategies for spreading this programming across the district. Committee meetings now occur on an as-needed basis as the members have developed EI expertise and created a model for sharing EI practices across the district.

Contacts at District A explain that as schools in the district transitioned toward a full integration of SEL and Multi-Tiered Systems of Support (MTSS) frameworks, the committee allotted principals three years to have all Tier 1 (e.g., training and support offered to the majority of the school) components implemented. During this three year period, principals chose EI-related professional development (PD) sessions, provided by SEL department team members, for their staff. Principals chose the order the PD sessions were delivered based on the levels of EI throughout the school.

Professional Development Opportunities for Elementary Leadership at District A

Programming	Type of PD	Provided By	Target Participants	Additional Support
Foundations: School-Wide Positive Behavioral Interventions and Supports	Four all-day trainings throughout the year.	Consultants from Safe and Civil, an organization providing positive behavior support solutions.	School-based SEL team of 6-8 members, focused on positive behavior interventions.	<ul style="list-style-type: none"> • SEL Specialist • Directors of Elementary Education
CHAMPS (Classroom Management Strategy): Classroom Management	Two-day training session focused on CHAMPS.	SEL Specialists.	School-based team of 3-4 including the principal that will deliver additional training to other staff throughout the year.	<ul style="list-style-type: none"> • SEL Specialist • Directors of Elementary Education
CHAMPS: Classroom Management	One-day overview of CHAMPS.	SEL Specialists.	Staff new to the school, where SEL programming is currently being implemented.	<ul style="list-style-type: none"> • SEL Specialist • Directors of Elementary Education
Second Step: SEL Instruction	Half day training (principal and SEL specialist determine when training occurs).	Consultant from Committee for Children (i.e., an external SEL program developer).	All certificated staff at a school and new staff in a building where SEL programming is currently being implemented.	<ul style="list-style-type: none"> • SEL Specialist • Directors of Elementary Education • Second Step website

Strategies to Teach EI

Develop Interactive and Sequential EI Programming

Contacts at profiled districts suggest EI programming should be interactive as well as informative. At **District D**, contacts emphasize teaching methods that generate collaboration and reiterate EI concepts (e.g., roleplaying, modeling). An interactive

model allows participants to practice the EI concepts they learn during the sessions and encourages less interested participants to engage in the content. Contacts at **District B** also note the importance of sequential training. Training sessions should include review and practice that builds upon concepts learned in previous sessions. This is especially important because the ambassadors must understand concepts well enough to teach their respective central office units.

Provide EI Materials Outside of Training Sessions

Contacts at **District B** and **District D** note that EI materials for participants should be easily accessible. This allows leaders in departments or schools to access materials outside of regular sessions and to easily share information with other staff. During the second year of programming, administrators at District B began to make training sessions, as well as other

useful research and activities, available to ambassadors on the platform Schoology.⁶

Contacts from District D emphasize making EI research that showcases the impact programming has on workplace attitudes, academic learning, and general school performance available to staff and district leaders. In addition to EI research,

administrators make online curriculum provided by the Committee for Children (i.e., an external partner used in district SEL training) readily available for continued use after training sessions. Additionally, because these resources are online, participating individuals can build upon training outside of in-person meetings. This also increases the access non-teaching staff have to training materials, ultimately increasing the impact the training has in the district.



Contacts Recommend Incorporating Departmental Accountability Partners Into EI Programming

At **District B**, contacts note that pairing ambassadors into accountability partners has been successful. Ambassadors select their accountability partners and maintain these relationships independently. The partnerships are between ambassadors from different units so that individuals gain an outside perspective. The accountability partners are useful outside of the four training sessions each year, as the individuals can receive additional assistance in EI training from their partners.

Two of Four Profiled Districts Emphasize MTSS in EI Programming

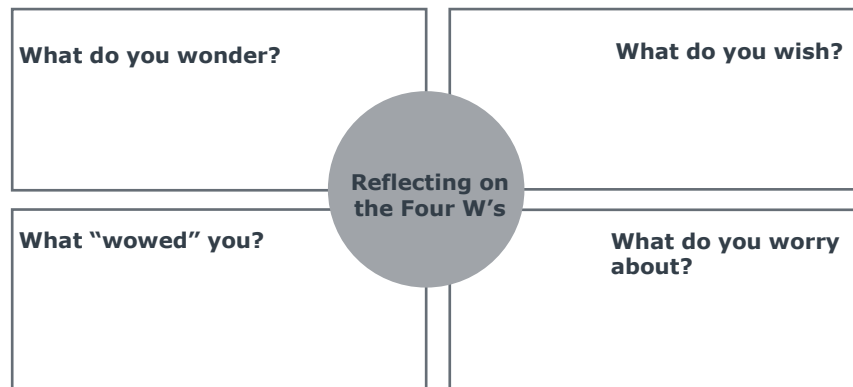
Contacts at **District A** and **District C** both frame EI training through Multi-Tiered System of Support (MTSS) standards. Specifically, contacts emphasize teaching school leaders (e.g., principals, administrative staff, teachers) through a Tier 1 strategy—a strategy that provides the entire school with EI training. Contacts explain that this approach incorporates all employees into training and makes their role in the school relevant to overall increases in EI. The MTSS basis also provides a common framework for discussing and implementing EI. At District A, work group sessions all focus on EI as it relates to Tier 1 implementation of MTSS standards. This provides consistency in programming and implementation. Additionally, contacts in both districts note that using an MTSS framework gave EI programming more credence as the district as a whole was moving towards a unified MTSS approach, not only the SEL department.

5) About. Schoology, Date accessed 8/22/18, <https://www.schoology.com/about>

Use Reflection Activities to Re-Emphasize EI Concepts

Administrators at **District B** use reflection activities during ambassador training sessions to re-emphasize values or topics discussed during EI sessions. The reflection activities also provide individuals with time to share their thoughts and feelings openly in the group. For example, the “Four W’s” activity asks individuals to reflect on the session and respond to specific discussion prompts (e.g., a suggestion for a future session). Contacts believe activities like these encourage reflection and open discussion inside and outside of ambassador training sessions, ultimately improving the work environment.

Sample Reflection Activity from *District B*



Administrators at District B also incorporate the CASEL five core competencies into learning activities to reiterate the SEL concepts. For example, instructors ask participating ambassadors to use their knowledge of the core competencies to correctly construct and label a [graphic](#).⁷ Contacts explain that the activity allows participants to build upon the knowledge they receive during training sessions by visually portraying the information.

6) Core SEL Competencies, CASEL, Date accessed 8/15/18, <https://casel.org/core-competencies/>

4) Program Implementation and Assessment

Securing Buy-in

Use Early Advocates of EI Efforts to Promote Initial Implementation

At **District C**, many teachers and district staff did not understand the need for EI programming, or believed it should be less of a priority compared to academic programming. To confront this, contacts brought together initial advocates, most of whom were individuals (e.g., teachers, principals) who had previous experience with EI. These individuals reached out to others with whom they had previously worked with to explain the importance and potential benefits of fostering SEL and high-EI levels in schools. Through outreach, SEL leaders brought together a group of individuals who understood the importance of this training for leaders. This small group of individuals (i.e., 10-15) worked in schools throughout the district to increase the interest in EI among principals, teachers, and other staff. Additionally, the variety of these early advocates (e.g., administrators, teachers) meant that groups from different units and perspectives would see the benefits of the programming.

Commit Strategic Resources and Time to Implement EI Programming

District leadership at **District A** and **District B** both include SEL provisions in district strategic plans. Contacts emphasize the influence the provisions had on successfully implementing this programming. Contacts at District B emphasize the tendency for initial pushback from teachers and administrators in any district-wide initiative. However, the inclusion within the strategic plan fostered buy-in because teachers and other district staff understood the importance of SEL in the context of the district's goals and objectives.

Contacts from District A also emphasize thoroughly planning the implementation of a district-wide EI initiative. Staff from the SEL department began planning ways to gain buy-in and support a year before launching the district's EI initiative. Staff met with district principals to discuss the importance of increasing EI in schools, both for students and adults. Along with support from the superintendent and school board, contacts explain that gaining principal support was important in guaranteeing support for EI programming.

Use Programming that Caters to Individuals' Concerns

Contacts at **District B** educate ambassadors on why EI training relates to them and their work. Contacts explain that some individuals see programming as irrelevant if it is not contextualized to their work. To prevent this, initial implementation should showcase the impact EI programming training will have on individual departments. Department ambassadors at District B lead trainings to provide the most relevant information and perspective for each department. For example, the ambassador from the finance department worked with SEL leaders to develop training specific to finance constituencies. The ambassador then led the finance department in a training that emphasized relevant practices such as responsible financial-decision making. Contacts also emphasize that this model gives the ambassadors a leadership opportunity within their department, while showing department staff that the SEL department is cognizant of the needs of different units.

Profiled Districts Use Qualitative Assessment to Measure Initial Levels of EI in Individuals

Administrators at **District B** and the **District C** both use CASEL competencies to assess EI levels. Because EI is difficult to measure, contacts use qualitative assessments to measure individuals’ EI levels. In District C, the initial PD session includes an assessment of participants’ EI levels. Contacts explain that when participants reflect on strengths and growth areas related to CASEL competencies, they better understand how they can improve. The information collected includes various metrics to assess many aspects of EI (e.g., momentary displays of competencies, the frequency or consistency in displaying competencies).

Sample Assessment for Measuring Individuals’ EI

Assessment Targets: SEL Competency	Reaching Level: Not Yet Developed	Reaching Level: Developing	Reaching Level: Meets Benchmark	Reaching Level: Exceeds Benchmark
Self-awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior.				
Self-management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations.				
Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.				
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.				
Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.				

Assessment of EI Programming for District Leaders Focuses on Positive School and District Climates

Contacts at all profiled districts recognize the challenge of measuring the impact of EI programming. Due to many variables that impact EI and the constant changes individuals face at work and personally, it is difficult to gather strong evidence that EI programming benefits participants. To address this, profiled districts use school climate surveys as a tool to measure the impact of EI programming for district leaders. Contacts from **District C** use campus climate data to enhance buy-in and showcase changes over time. They explain that climate data, including qualitative anecdotes, fosters support for programming. For example, recent data collected using

Reviews of literature by faculty at **Butler University** show that effective and efficient incorporation of SEL standards into learning environments can positively benefit English language learners both academically and emotionally.⁹

climate surveys shows disciplinary situations decreased by 60 percent, as well as a 24 percent increase in English-Language Arts scores among English language learners. This data is utilized in a district snapshot to gauge and showcase how the district is doing on many standards, including EI.

Use Participant Evaluations and Surveys to Measure EI Programming Progress

While **District B** uses climate surveys to assess EI program success, contacts also hope to use EI session evaluations and reflections more extensively in the future. Currently, SEL leaders collect reflections at the end of each session and a department secretary transcribes them. Contacts explain that this qualitative data helps to improve future curricula and cater to individual needs, but also helps generate buy-in. The evaluations allow participants to ask questions or raise concerns. The collected information also allows the Student and Family Empowerment team to cater future sessions to the needs of individual departments or ambassadors and assist individuals with specific concerns.

Professional Learning Feedback Form from *District B*

Student & Family Empowerment Professional Learning Feedback					
Please rate the session by checking the box that most reflects your opinion.	Excellent	Above Average	Average	Below Average	Poor
How would you rate the amount of new information you learned?					
How would you rate the usefulness of this information for your position?					
How would you rate the materials / ideas presented in this session?					
How would you rate the presentation skills and knowledge level of the presenters?					
Overall, how would you rate this session?					
What additional topics would you like to have included in future meetings?					
Additional Comment:					

7) Adams, Susan and Camille Richie, "Social Emotional Learning and English Language Learners: A Review of the Literature," 2017, file:///C:/Users/millere/Downloads/21625-Article%20Text-32662-2-10-20171117%20(1).pdf

Use Rubrics to Assess the Impact Leaders Have in Individual Schools

Administrators at **District C** use an internally developed rubric to measure campus climate during strategic observations. Contacts explain that the rubric focuses on the ways schools foster the CASEL core competencies and standards. In addition to requested observation sessions, the SEL department conducts 28 randomized sessions to collect raw data specifically for district climate snapshots. Administrators use this data to examine the SEL department’s work across the district each year. These random observations do not include school leaders and do not culminate in goal-setting sessions. Rather, the SEL department uses the information they collect only to generate district-level insights around school climate (e.g., discipline occurrences).

Excerpt from *District C* Observation Rubric

Directions: Score each component from 4 (highly effective) to 1 (needs improvement). Criteria listed under each rating level are examples or guides for what each numeric score looks like during an observation, not an all-inclusive or exclusive description.

Area 1. Schoolwide Environment				
	4	3	2	1
1a. Atmosphere in Common Areas	Common areas are welcoming, well maintained, easily navigated, and promote a sense of community that represents the diversity in the school.	Common areas are functioning monthly and with adequate efficiency.	Common areas are functioning with evidence of some disorder.	Common areas are impersonal; evidence of disorder or lack of proper upkeep.
	Are vision/mission/values statements that reflect commitment to SEL clearly displayed? (Y/N)			
1c. Student–Adult Relationships	Students and adults are consistently friendly, approachable, and respectful to each other in common areas.	Students and adults are generally polite to each other in common areas.	Students and adults are indifferent towards each other in common areas.	Evidence of disrespect between students and adults in common areas.
1d. Student–Student Relationships	Students are consistently friendly, approachable, and respectful to other students in common areas.	Students are generally polite to other students in common areas.	Students are indifferent towards other students in common areas.	Evidence of disrespect between students in common areas.
1e. Adult–Adult Relationships	Adults are consistently friendly, approachable, and respectful to other adults (including guests) in common areas.	Adults are generally polite to other adults (including guests) in common areas.	Adults are indifferent towards other adults (including guests) in common areas.	Evidence of disrespect between adults in common areas.

Use Surveys to Assess Staff Perceptions of the Implementation and Impact of Programming

The collaborative efforts of CASEL and American Institutes for Research (AIR) led to the development of a survey specific to the staff needs of a school. This survey utilizes six scales to measure the levels of success of SEL implementation.⁹ The survey does not wholly represent staff sentiments but generates useful data to foster continuous improvement.

Excerpt from CASEL-AIR Staff Survey of SEL Implementation¹⁰

Staff Survey Items	Response Options
My school leaders have made a public commitment to support the implementation of social and emotional learning as a school priority.	1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree -2=Do not know
The school leadership team was involved in developing a vision for academic and social-emotional learning.	1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree -2=Do not know
My school is looking carefully at what practices, programs, and policies we have that promote social and emotional learning.	1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree -2=Do not know
My school has shared findings from a social and emotional learning resource and needs assessment with staff.	1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree -2=Do not know
My school has developed a long-term plan to promote social and emotional learning.	1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree -2=Do not know
I have received professional development that provided an overview of social and emotional learning.	1=No 2=Yes
I have received professional development on how my interactions with students can promote their social and emotional skills.	1=No 2=Yes
I have received professional development on how to integrate social and emotional skill instruction with academic instruction.	1=No 2=Yes
I have received professional development on classroom management practices that promote social and emotional learning.	1=No 2=Yes
I have received feedback or guidance on my use of these practices I learned in PD.	1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree -1=N/A

8) CASEL-AIR Staff Survey of SEL Implementation, CASEL, pg. 1, Date access 8/23/2018

9) Ibid., 5.

5) Research Methodology

- Project Challenge** Leadership at a member institution approached the Forum with the following questions:
- What types of EI development programming do contact districts offer to district leadership?
 - Which individuals participate in EI development programs for district leadership?
 - When and how often is EI development programming available to district leadership?
 - How did contact districts decide which EI development programming to offer?
 - What tools or strategies do contact districts use to assess baseline EI levels in district leaders?
 - How did contact districts implement EI development programming?
 - How was EI development programming introduced and communicated to district leadership?
 - What challenges did contact districts face when implementing EI development programming?
 - Did contact districts face issues with leadership buy-in? How were these issues resolved?
 - What administrative resources are dedicated to EI programming for district leaders?
 - How do contact districts measure success in EI development programs?
 - Do contact districts see a measurable impact of EI development programs?

- Project Sources** The Forum consulted the following sources for this report:
- EAB’s internal and online research libraries (eab.com)
 - The Chronicle of Higher Education (<http://chronicle.com>)
 - National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
 - Adams, Susan and Camille Richie, “Social Emotional Learning and English Language Learners: A Review of the Literature,” 2017, [file:///C:/Users/millere/Downloads/21625-Article%20Text-32662-2-10-20171117%20\(1\).pdf](file:///C:/Users/millere/Downloads/21625-Article%20Text-32662-2-10-20171117%20(1).pdf)
 - CASEL (<https://casel.org/>)
 - Illinois State Board of Education (<https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>)
 - Schoology (<https://www.schoology.com/about>)
 - Second Step (<http://www.secondstep.org/what-is-second-step>)
 - Social and Emotional Learning for Illinois Students: Policy, Practice and Progress, ISEB, 2011, https://igpa.uillinois.edu/sites/igpa.uillinois.edu/files/reports/IR11-Ch6_SEL.pdf

Research Parameters

The Forum interviewed program directors and coordinators of EI/SEL programming.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Enrollment
District A	Pacific West	48,300
District B	South	58,000
District C	South	86,000
District D	Midwest	3,740